

Roadmap to Reopen - Update -

JULY 13, 2020

Expectation for Change

Even with our best planning, the district cannot control a number of variables that would force alternative educational plans. These include, but are not limited to, government orders, official health directives, changing health dynamics of the community, or new medical treatments.

Mt. Diablo Unified will remain diligent to plan and continuously adjust based on the latest information, striving to best meet the needs of our District families.



We Care - Our Continuing Process



- Inclusive, Structured Task Forces
- Community Surveys
- Staff Surveys
- Public Comment Opportunities
- Information Monitoring
- Consistent Communications



Total Cases



3,878

Total confirmed cases of COVID-19 in Contra Costa. Includes recovered.

Total Tested



84,784

Total patients tested for COVID-19 in Contra Costa.

Current in Hospital



59

Patients currently hospitalized for COVID-19 in Contra Costa.

Total Deaths



85

Total deaths from COVID-19 in Contra Costa.

Total Deaths By Age

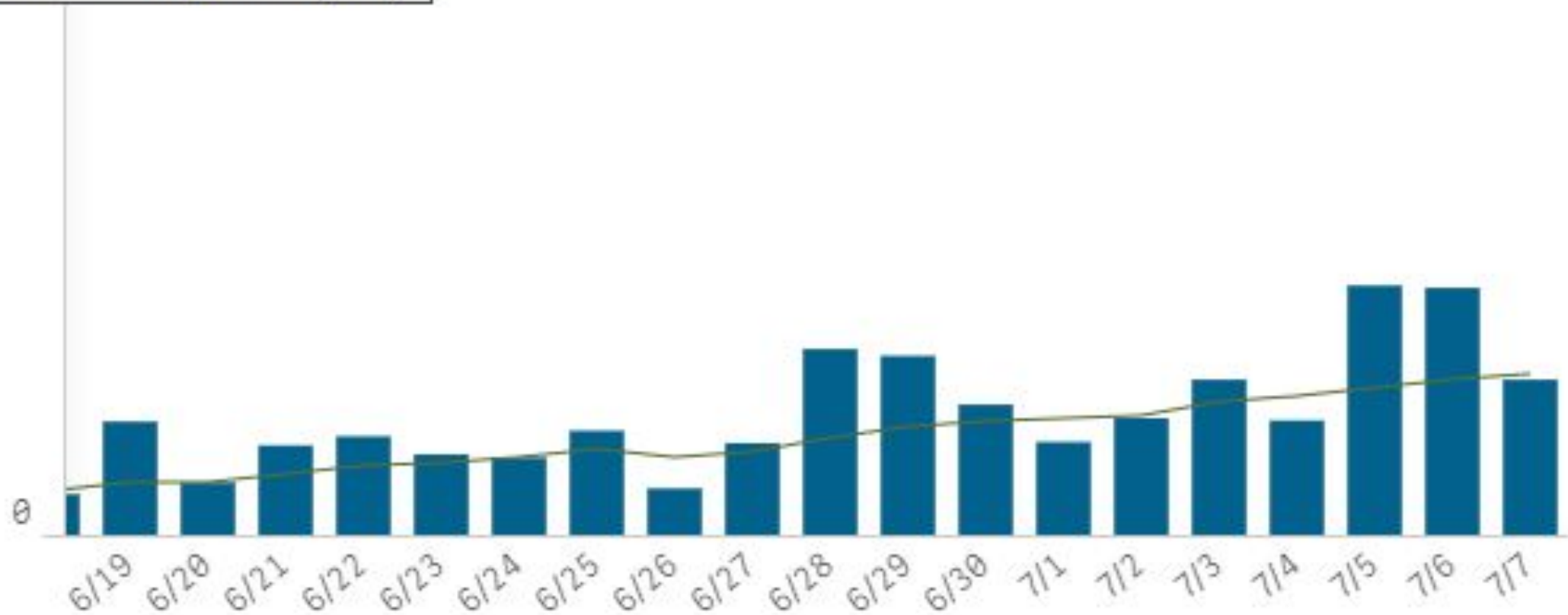
Under 30 years	0
31-40 years	1
41-50 years	0
51-60 years	5
61-70 years	10
71-80 years	15
81 and above	54

Contra Costa County Health Data

*As of July 6, 2020

New Cases Reported by Day

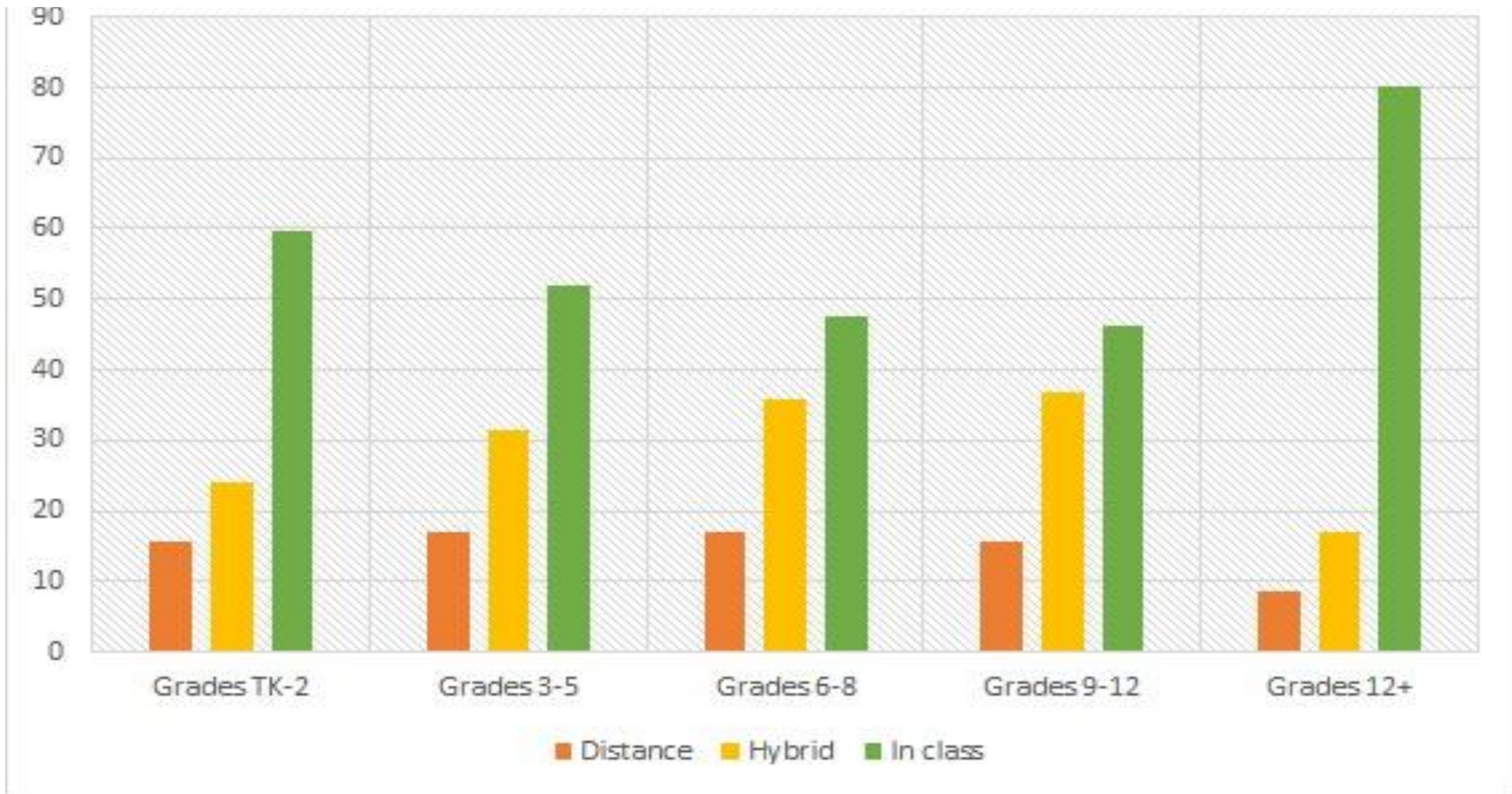
New Cases Reported by Day






Contra Costa County Health Data

*As of July 8, 2020

Survey Data - First Choice by Grade



Meeting the Needs of All Students

	DISTANCE LEARNING	HYBRID/ BLENDED LEARNING	FULLTIME/ IN PERSON
Model	 <p>All Instruction is online</p>	 <p>2 days in person, 2 days online Office Hours available</p>	 <p>4-5 days in person Office hours available</p>
Priority will be given to:	<p>Medically fragile students Students at risk by in-person instruction Students quarantining due to exposure to COVID-19 Family Preference</p>	<p>This model will be the standard operating model for the start of the 2020/2021 school year.</p>	<p>Special Day Class students Newcomers English Language Learners Foster and homeless youth Students in danger of failing courses</p>

Additional Instructional Settings



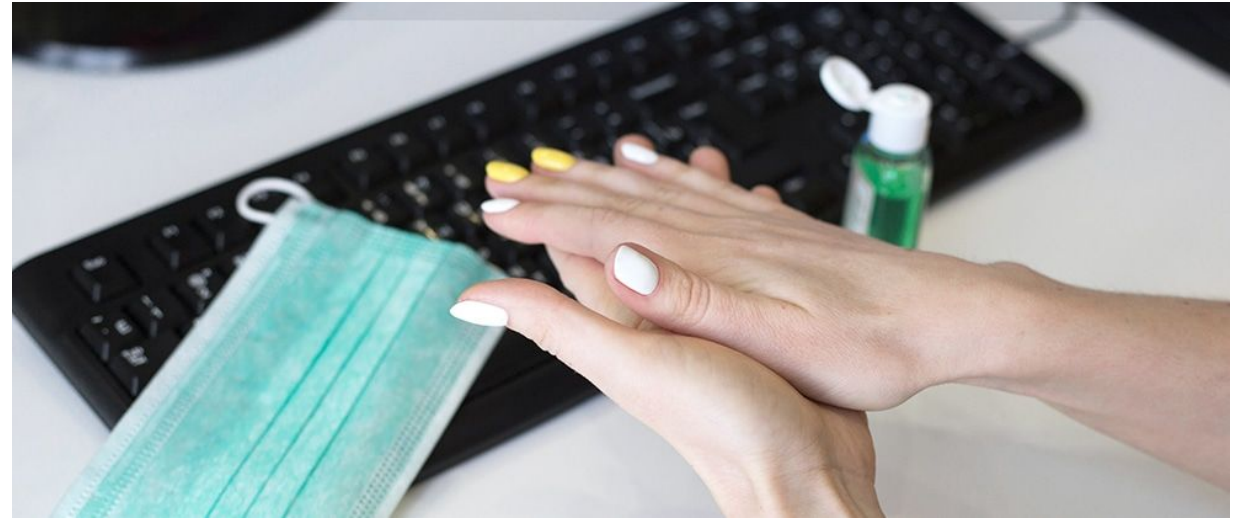
HOME AND HOSPITAL:

Students must have a doctor's note stating that due to a physical or mental health condition, they are unable to participate in a school setting.

INDEPENDENT STUDY:

This program is to meet the needs of families who elect to enroll in an independent student program.

This program is operated as Horizons in Mt. Diablo School District and more information can be found here: homestudy.mdusd.org



Health & Safety

In-Person Instruction Considerations

PRE-SCHOOL

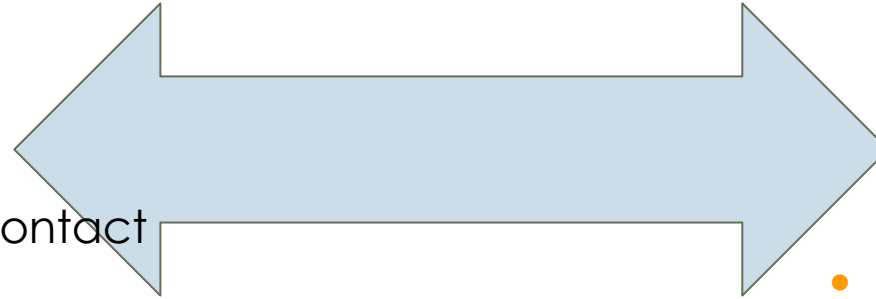
ELEMENTARY SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

STABLE COHORTS

- Less feasible to limit close contact and wear face coverings
- More feasible to maintain stable cohorts Greater need for in-person and group-based
- Greater need for in-person and group based instruction to support social- emotional and academic development



PHYSICAL DISTANCING & FACE COVERINGS

- More feasible to limit close contact and wear face coverings
- Less feasible to maintain stable cohorts Lesser need for in-person or group-based
- Lesser need for in- person or group based instruction contact to support social- emotional and academic development

Health & Safety: Community Concerns



- **The use of Personal Protective Equipment (PPE)**
 - Supportive to keep safe
 - Concerns regarding emotional impact to students
- **Physical Distancing**
 - Supportive for safety
 - Concerns regarding practicality for all groups and emotional impact
- **Health Screenings**
 - Passive Screening = done at home by families with their verification + alternatives
 - Active Screening = done at school site by staff upon student arrival
 - Concern over missed school time
- **Sanitation**
 - Handwashing and sanitation are high priority areas

Personal Protective Equipment



Face coverings must be worn at work when:

- Interacting in-person with any member of the public
- Working in any space visited by members of the public, regardless of whether anyone from the public is present at the time

The following individuals are exempt from wearing a face covering:

- Persons younger than two years old (risk of suffocation)
- Persons with a medical condition, mental health condition, or disability that prevents wearing a face covering
- Persons who are hearing impaired, or communicating with a person who is hearing impaired, where the ability to see the mouth is essential for communication
- Persons for whom wearing a face covering would create a risk to the person related to their work,
- The use of gloves will continue for custodial staff, first aid, food service, and for classroom staff members who support students with medical needs.

Physical Distancing on Campus



- Desks will be spaced further apart (4-6 feet)
- Meals and recess will be served on a staggered schedule in small group settings
- Hallways and corridors may be designated as one way traffic areas
- Visitors and parents access may be limited on campus
- Activities occur outdoors as much as possible

Health Screenings

- **Passive health screenings will be employed**

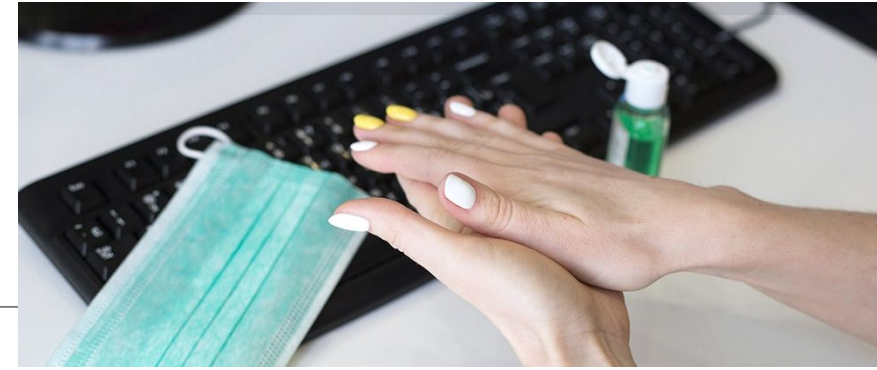
- Parents will screen children daily at home
- Staff will screen themselves daily at home

- **Health monitoring throughout the day**

- If individual is exhibiting symptoms, they will be separated.
- Active Health Screening will take place



Sanitation



- Classroom cleaning, disinfecting and sanitizing is the primary responsibility of the custodial team but all employees will be asked to support this effort
- All classrooms and main offices will be equipped with a District approved disinfectant to utilize if the instructor chooses to use throughout the day
- “Sneeze Guards” are being explored where interaction with the public will take place where 4-6 feet distance may not be available
- High touch surfaces, need disinfecting at least daily
- Limit the number of shared supplies & equipment

School Operations



School Operations: Community Concerns



- **Scheduling**
 - Return to full time instruction was highest preference
 - Lost academic time and social opportunities
 - Concern for health
 - Concern for those with pre-existing conditions
- **Transportation**
 - What options exist if buses are not available?
- **Meals**
 - Will meals be available for all students?
- **Student Supervision**
 - How to care for students while on distance learning

Scheduling Sample



GRADE	Monday	Tuesday	Wednesday	Thursday	Friday
Full time students	Full Time	Full Time	FLEX/PREP/PD/ CHECK-IN	Full Time	Full Time
TK-5th	A	A	FLEX/PREP/PD/ CHECK-IN	B	B
6th-8th	A	A	FLEX/PREP/PD/ CHECK-IN	B	B
9-12th	A	A	FLEX/PREP/PD/ CHECK-IN	B	B

TO BE DETERMINED: Contractual & Bargaining implications, Senate Bill 98 which describes “daily engagement requirement,” instructional minutes & instructional expectations, County Health Guideline changes

Scheduling & Enrollment

- Families with new students will continue to enroll through our Aeries Online Enrollment System
- Families who will not attend complete the “2020-2021 Enrollment Update”
- Families will have option to choose full time Distance Learning Educational option.



Transportation

- Physical distancing will be in place on the bus and students will be encouraged to wear face protection to the extent practicable.
- Parents will be asked to pre-screen their children prior to boarding the bus each day.
- Run more routes per day
- Encourage families to carpool



Meal Programs



- Pre-plated, packages menu items, individually wrapped utensils and condiments
- Staggered meal times
- Meals in alternate locations including classrooms and outdoors
- Buffet carts will be suspended
- For families that are enrolled in full time distance learning, curbside pick-up of meals may be available

Student Supervision



- Resource list available of community childcare providers for families
- Partner with childcare providers located on school facilities offering supervision options to students participating in the hybrid and/or distance learning model.
- Design and operate the CARES Expanded Learning Program at Title I schools offering enrichment, academic, social emotional support, and meals during the after school hours on in-person instructional days.
- Ensure all settings practice healthy and safe practices (PPE, physical distancing, health screenings and sanitation).

Technology, Teaching & Learning: Community Concerns



Instructional access

- How to access instruction during distance learning?

Standards & Instruction

- “Real Time” access to teacher
- Consistent platform, consistent/ equitable expectations & routines, regular feedback

Socio-Emotional Learning Support (SEL)

- Supports for disengaged students
- How will we address mental health, trauma

Special populations (EL, 504, IEP, Homeless, Foster Youth)

- Ensure services are provided regardless of educational model
- Support for most impacted- English learners, foster youth, homeless students

Access & Rigor of Instruction

- **Devices** - Specific technology will be provided for course credit as much as possible, such as a laptop with adobe for digital academy college credit, and iPads to support k-2 students & SDC/SPED students. In addition to help desk support, drive up tech help will be provided in areas with highest need. Families will be able to bring district supplied devices for quick fixes, and tutorials on logging into various programs or how to connect to the internet.
- **WIFI/Hot-Spots** - Available to families and staff who can not afford internet.
- **Instructional platforms** - Training for all staff, students and families to access appropriate platforms to enhance instruction.
- **Communication platforms** - Communications with families will include multilingual (for all 40 languages spoken throughout our district and by text, for families who lack email).



Standards and Instruction



- Enrollment in one of three models
- Regardless of the educational option (online or in-person), the program will include:
 - consistent platforms
 - regular schedules
 - high quality instructional strategies
 - predictable routines
 - multiple tools and resources
 - progress monitoring/ assessment/ grading

Social Emotional Learning (SEL)



- SEL will be an intense focus area as school resumes with established lessons
- Check-ins and screenings for student mental wellness
- Supports include calls home by a teacher or counselor
- Regular “drop in” office hours
- Clearly defined lessons for students/ families at all levels focused on re-engagement, establishing community and creating safe spaces
- Consistency and equity in instruction and expectations across grade levels and content areas
- Professional development on trauma informed practices and culturally responsive teaching
- Training will be provided to families on how to utilize learning platforms support students with distance learning expectations

Special Education



- The hybrid model will serve most students but high-needs students may be offered a 4-5 day program. Families may also opt for distance learning
- Specialized Academic Instruction and related services will be provided when the student is on campus
- IEP team should determine if an amendment is needed to alter / change the student's program

Special Populations



Students with 504 Plans:

Individualized plans will be reviewed and updated if needed, if a student needs a device to assist with learning services in a distance learning model, it will be provided.

English Language Learners:

Designated and integrated English language development will be provided, Families will be provided with resources that will enable them to assist their students in managing their schedules and in access to the online platforms, reliable technology or access to printed materials.

Homeless & Foster Youth:

Connect with each student prior to school starting to ensure maximum engagement, limit the amount of time pulled out of instruction while in attendance, access to WIFI/ Hotspots & devices or print materials, and access to community resources and services.

For More Information:

Student Services Page

<https://www.mdusd.org/studentservices>

Counselor page

<https://www.mdusd.org/counselingservices>
[sites.google.com/view/mdusdcounseling](https://www.google.com/view/mdusdcounseling)

Special Education Page

https://www.mdusd.org/departments/special_ed

Food and Nutrition

<https://mdusd-ca.schoolloop.com/foodservices>

English Learner Services:

<https://www.mdusd.org/homeEL>



Next Steps

- Closely monitor trends in data regarding COVID-19
- Analyze survey data from staff
- Continue to monitor community feedback
- Continue bargaining the impact
- Family registration procedures released

